

## **Toward a Theoretical Framework for Educational Aid and Teacher Education within the Pacific Region**

[https://doi.org/10.33318/jpacs.2018.38\(1\)-1](https://doi.org/10.33318/jpacs.2018.38(1)-1)

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### **Abstract**

Educational aid projects delivered into the Pacific region from a rim country such as Australia are commonly informed by a range of competing discourses including: altruism, need, self-interest and accountability. Drawing on one example this article critically reflects on how educational aid might ethically position itself in relation to these discourses as well as respond to criticisms of aid from within some sections of the Pacific education community. Reflections include the importance of: quality relationships; negotiation of epistemological, cultural and other differences; self-determination; globalisation; and quality teaching and learning. Possible metaphors to guide educational aid towards its goals are suggested. Reflections cover two dimensions: the administrative aspects of partnering and other relationships contingent on successful educational outcomes; and quality teaching and helping students to arrive at a self-determined approach to teaching congruent with local identity and aspirations. Overall, a framework emerges that may provide guidelines for further educational aid delivery in the Pacific region.

**Keywords:** aid; consultancy; education; Pacific; teachers

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